In the traditional classroom, the potential for learner-instructor and learner-learner interaction is very high, but instructors have largely ignored this mandate for change and continue to employ the lecture mode as the predominant method of instruction. In the virtual (or distance learning—added by George) classroom, on the other hand, technology supports collaborative learning, heterogeneous grouping, problem-solving and higher order thinking skills – educational processes that a lecture format cannot facilitate

Van Dusen, G. (1997) The Virtual Campus: Technology and reform in higher education. ERIC Digest.